

ENHANCING STUDENT LEARNING REPORT

2021



**SCHOOL DISTRICT 46
SUNSHINE COAST**

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Overview

LOCAL CONTEXT

We are honoured to live, learn, play and work on the unceded territories of the Skwxwú7mesh Úxwumixw and the shíshálh Nation.

Vision

We are a community engaged in lifelong learning and educational excellence.

Mission

We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

Affirmation

The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.

The Sunshine Coast of British Columbia is located 30 kilometres northwest of Vancouver and stretches 96 kilometres along the picturesque shores of the Salish Sea. Reached by a 40-minute ferry ride across Howe Sound from Horseshoe Bay, the Coast offers a wide range of recreational and educational opportunities for students and their families.

The district provides public education to over 3,200 students supported by 600 dedicated staff in the beautiful coastal communities of the Sunshine Coast, from Earls Cove to Port Mellon, including Langdale, Gibsons, Roberts Creek, Davis Bay, Sechelt, West Sechelt, Halfmoon Bay, Madeira Park, Pender Harbour and Egmont. SD46 is dedicated to creating a safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community. The district is focused through its [strategic plan](#) on providing meaningful learning opportunities for all students and staff and in partnership with families, First Nations, community agencies, and associations.

SD46 has [nine elementary schools](#), [four secondary schools](#), and a wide range of innovative programs including [prenatal and early education supports](#), a [K-7 nature based learning program](#), [alternative education](#), [online learning programs](#), and [Indigenous learning and support programs](#). A wide variety of extra-curricular activities complete the comprehensive student experience.

We are very pleased to provide this Enhanced Student Learning Report to our community.



ONGOING ENGAGEMENT | EDUCATION STAKEHOLDERS & INDIGENOUS PEOPLES

Consultation and collaboration are central to our students’ and staff’s success. Internal and external committees ensure that information sharing, dialogue and student-centred action is assured.

Board Committees	Membership	
Education	Members of the Board of Education with staff support. Board committees are open to the public unless closed due to personnel, legal or property matters.	
Operations		
Policy-Governance Level		
Committee of the Whole (C.O.W.)		
Superintendent Evaluation		
Superintendent/ Chair/Vice Chair meetings		
Ad Hoc		
Board Evaluation – annual review		
Agenda Setting – for General meeting and committees		
Monthly General Meeting (Closed – personnel, legal, property) Public – reports for the month		
Intergovernmental		
South Coast Branch		
District Internal Committees		Membership
Family Engagement		Internal committees may include staff, students, parents/caregivers and community members.
Literacy		
Numeracy		
Technology		
Physical Health and Education		
Health and Safety		
SOGI		
Environmental Education Action		
Fine Arts		
Program		
Educational Leadership Meetings		
Executive Team Meeting		
District Student Leadership Team (DSLTL)		
Secondary Literacy		
Teacher Librarians		
Staff Wellness Working Group		
Equity in Action Steering Group		
External Committees	Membership	
Healthy Schools	External committees are comprised of staff and community members.	
Indigenous Education Advisory Circle		
Community Schools		
DPAC		
Early Years Council		
SCRD and SD46 Joint Use		

Early Intervention and Advocacy	
Sunshine Coast Literacy Coalition	
School Committees	
Staff meetings	School committees may include staff, students, and parents/caregivers.
Staff committees	
Professional Development Committees	
Principal/ Director of Instruction/ Superintendent visits	
PACs	
Student Leadership Groups	
Health and Safety	
Critical Incident	
Active Travel	
SCTA and CUPE Committees	
Professional Development and Mentorship (SCTA and CUPE)	SCTA and CUPE committees are comprised of union, staff reps, and district staff
Occupational Health and Safety (SCTA and CUPE)	
Social Justice (SCTA)	
Indigenous Education (SCTA)	
Teachers Teaching on Call and New Teachers (SCTA)	
Labour Management (CUPE)	
Education Implementation Committee (EIC)	

BUDGET

Community engagement regarding the budget is based on the strategic plan. The annual engagement cycle occurs during the Winter and includes input from most of the internal, external committees and includes direct consultation with union groups and the public.

QUALITATIVE/ QUANTITATIVE DATA | ANALYSIS & INTERPRETATION OF RESULTS

The following data and research inform our goals' initiatives, highlights emerging areas of need, and drives our practices.

- [Enhancing Student Learning Report Data | Ministry of Education](#)
- [Aboriginal Report | How are we doing? | 2015-2020 | Ministry of Education](#)
- [SD46 Contextual, Achievement and Special Reports | Ministry of Education](#)
- [EDI | Early Years Development Instrument](#)
- [MDI | Middle Years Development Instrument](#)
- [District Annual Elementary Data | Reading, Writing, & Numeracy](#)
- [District Annual Elementary Data | Indigenous and All Students | Meeting/Exceeding %](#)
- [District Annual Kindergarten End of Year Survey Data | Literacy](#)
- [District Annual Kindergarten Fall Start Survey Data | Numeracy](#)
- [OECD PISA 2018 Study](#)



ANNUAL REVIEW PROCESS

The district’s continuous improvement model includes an annual cycle of implementation, monitoring, evaluation and adaptations for each goal.

The implementation plan is an internal four-year working document that operationalizes the strategic plan. It is paired with a communication plan (*Appendix, Diagram 2*) that ensures engagement with all stakeholder groups and each goal is met through the full annual cycle.

The implementation plan includes the annual initiatives, Indigenous connections, resources required, and goal progress with evidence. Included is an example of our implementation plan for the goal 1b: Early Learning (*Appendix Diagram 3*). Public reports on strategic plan goals are presented monthly to the Board of Education and include qualitative and quantitative analysis and, “Next Steps”.

- [BOARD REPORT MINUTES](#)
- [YEAR 2 STRATEGIC PLAN REPORTS](#)

The remainder of this report is a summary of the extensive work to enhance student learning. Readers who wish to delve deeper into any particular goal are invited to click on the report link provided with each goal.

Strategic Plan 2019-2023 | Goal Summaries | Year 2

[LINK TO OUR STRATEGIC PLAN | VISION, MISSION, AFFIRMATION, VALUES & GOALS](#)

CIRCLE OF CARE | STUDENTS:

1a. Our students’ voices will be respectfully heard and acted upon.

School District 46 is a leader in student voice. The Board is proud to have welcomed its eighth student trustee to the table this year! The District Student Leadership Team (DSLTL) meets monthly with the superintendent, principals and vice principals to review matters of importance to students. Much of the DSLTL work has been about connections amongst schools and learning from each other. Our principals ensure that there are a variety of different student voice structures in their schools. [LINK TO YEAR 2 GOAL 1A BOARD REPORT](#)

1b. Our students will thrive in their early years, and throughout their education, within schools, families, and communities that inspire learning, respect and connection.

The district has a deeply-established series of programs that support families with children from birth through to grade 3 with all aspects of learning & development, and include: SPARK!, KinderSPARK, StrongStart Centres, WonderWheels Bookmobile, Changing Results for Young Children, Strengthening Early Years to Kindergarten, Family Resource Programs, Early Years Centres, Imagination Library, Parenting Classes, Family Support Navigators and the ‘Seamless Day’ pilot project. [LINK TO YEAR 2 GOAL 1B BOARD REPORT](#)

1c. Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies.**

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. [LINK TO YEAR 2 GOAL 1C BOARD REPORT](#)

1d. Our students will be **literate. They will be effective communicators, critical thinkers, and engaged citizens.**

Literacy is a foundation for the academic and life success of a well-informed citizen. In partnership with our community, including our students' parents, our district has many supports in place to ensure our students are effective communicators, critical thinkers, and engaged citizens. Literacy intersects with many of our strategic plan goals. [LINK TO YEAR 2 GOAL 1D BOARD REPORT](#)

1e. Our students will be **numerate. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.**

Numeracy is one of the key skills sets that young people need when they complete their formal education. The Ministry of Education defines numeracy as, "the ability, willingness and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context." Accordingly, the district created a numeracy committee to develop teacher and student confidence and competence in numeracy. [LINK TO YEAR 2 GOAL 1E BOARD REPORT](#)

1f. Our students will develop and apply **social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.**

Three elements from the [Mental Health in Schools Strategy](#) relate particularly well to our district: Compassionate Systems Leadership, Capacity Building, and Mental Health in Classrooms. [LINK TO YEAR 2 GOAL 1F BOARD REPORT](#)

1g. Our students will develop and apply skills and habits to support their **physical health.**

The district's focus on physical health and well-being is supported through our committee work, as well as through the long-standing work of our partners in the community. Our outdoor environments encourage active and healthy lifestyles, and create opportunities for place-based learning, Indigenous connections and curricular competencies in Physical Health and Development. Our longstanding strategies of supporting students to prioritize their physical health both within school time and in our after-school environments have continued despite the new challenges posed by the pandemic. [LINK TO YEAR 2 GOAL 1G BOARD REPORT](#)

1h. Our students will explore **Indigenous cultures in our community and the **diversity of cultures** in the world.**



School District 46 has a long tradition of working in close partnership with the shíshálh Nation and the Squamish Úxwumixw as well as with other First Nations, Inuit and Métis families who are living on the Sunshine Coast. Additionally, staff in all of our schools work with determination, understanding and compassion to ensure that each student achieves success in their learning and in their community. We continue this effort as we respond to the Calls to Action of the Truth and Reconciliation Commission. [LINK TO YEAR 2 GOAL 1H BOARD REPORT](#)

1i. Our students will have the knowledge and skills to contribute to the care of our planet and its changing climate.

Environmental education results in longer attention spans, more creativity, higher levels of self-confidence, greater academic success, improvements in cognitive development, self-discipline, imaginative and creative expression, language skills and social interactions. Here, on the remarkably beautiful Sunshine Coast, our students experience the wonders of nature as a normal part of their learning and are discovering the positive impact that they can make in their part of the world. Also, our facilities team have made remarkable strides over the last decade to reduce the district’s carbon foot print. [LINK TO YEAR 2 GOAL 1I BOARD REPORT](#)

1j. Our students will have the digital literacy skills to enhance and communicate their learning, and to responsibly navigate technology.

Digital Literacy is the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others. Digital Literacy offers students the opportunities to communicate their learning and ideas in many ways. We offer students and teachers in SD46 the district license of the software Read and Write for Mac, iPad and Google Chrome. [LINK TO YEAR 2 GOAL 1J BOARD REPORT](#)

1k. Our students will actively participate in expanded fine arts programs.

The arts are key for many students’ joyful engagement in inquiry, Core Competency development, and sense of community. The curriculum includes dance, drama, music, and visual arts. The district Fine Arts Committee is beginning its exploration of marrying the curriculum with the talents of our staff and the unique opportunities possible on the Sunshine Coast and beyond. [LINK TO YEAR 2 GOAL 1K BOARD REPORT](#)

1l. Our students will graduate with specific life skills to enable them to navigate their personal future directions.

Our staff recognize that socio-economic needs, technology skills and strategies, in addition to current academic progress are all necessary to ensure student success. Our staff have developed an extensive range of programs and additional supports. This has resulted in our Indigenous completion rate matching all students. [LINK TO YEAR 2 GOAL 1L BOARD REPORT](#)

CIRCLE OF CARE | STAFF:

2a. Our staff will be a healthy and inspired team in which everyone feels respected for their individual gifts, skills, and contributions.

Staff wellness is directly related to the success of our mission and the health of its people. Our district team works diligently to ensure that our staff is supported in all of their work. The value statements of the Board are reflected in our decisions, initiatives and ways of being together. Our district seeks to inspire our staff with a culture that believes deeply in each person as professionals whom we expect to care for themselves as well as they care for their work and home responsibilities. This has been a particular focus during this year of COVID-19 pandemic. A great deal of consultation and follow up communications has resulted in a team of people who are pulling together to make a difference for their students, colleagues and community. [LINK TO YEAR 2 GOAL 2A BOARD REPORT](#)

2b. Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based professional development.

It is a district priority, supported through the strategic plan, to train our staff to best meet the needs of our students. The Board invests significant resources to ensure that students receive the very best learning from talented, well informed and trained teachers, principals and support staff. Further, it is an important part of our district belief that employees find joy in learning more about their professions and to be continually expanding their knowledge to meet the changing needs of our students. [LINK TO YEAR 2 GOAL 2B BOARD REPORT](#)

2c. Our staff will apply a deep understanding of inclusive education practices.

A newly established 3-year pilot program for a District Inclusion Team supports inclusive practices in every classroom. Having two Inclusion Teachers allows for a breadth of expertise and experience to support multiple dimensions in classroom. The Family Support Navigators has also provided such a rich dimension to the team building a bridge from family to school. Having Educational Assistants on the team has deepened our understanding of that role, widened our vision and provided important mentorship in supporting such an integral position working with our most complex students.

Bringing our team or members of the team into the school setting to collaborate, co-plan, problem solve and learn together provides both learning in context and learning over time –the diversity in the team allows for multiple access points for staff.

[LINK TO YEAR 2 GOAL 2C BOARD REPORT](#)

2d. Our staff will be leaders in their work.

Leadership takes place across the district in a variety of ways to support exceptional educational experiences in safe, well-managed schools. All staff in the district have opportunities to participate in activities to improve work-related skills, and to further the work of their colleagues in a positive way. [LINK TO YEAR 2 GOAL 2D BOARD REPORT](#)

2e. Our staff will engage in positive partnerships with students and their families.

Family engagement in their child’s learning leads to happier, healthier, and more successful students. We support family engagement through communication structures and initiatives and through positive partnerships with students and families. [LINK TO YEAR 2 GOAL 2E BOARD REPORT](#)

CIRCLE OF CARE | COMMUNITY:

3a. Our district will effectively communicate with students, staff, and the community.

Communicating effectively with our students, staff, and community through a number of different methods and supported by current technology is essential to establishing trust, transparency, and connection with all stakeholders. The Board and district staff do their very best to model effective communication. [LINK TO YEAR 2 GOAL 3A BOARD REPORT](#)

3b. Our district will actively engage in visioning and planning with local governments.

The Board improves conversations with local governments on the Sunshine Coast through some of the following highlighted initiatives:

- BCSTA Chairs meeting take place frequently
- Intergovernmental Meetings
- Meeting with Minister & Deputy Minister
- Chair/Vice-chair meeting with the SCR D
- VCH webinars available throughout the COVID crisis
- BCSTA South Coast Branch meeting

[LINK TO YEAR 2 GOAL 3B BOARD DISCUSSION](#)

3c. Our district will pursue opportunities that enhance collaboration and deepen partnerships throughout our local and global community.

The mandate of many of our community agencies, governments and associations intersects in many ways with our mandate of successfully preparing students for their futures. The impact on our ability to achieve the Board’s mission is significant when we work together. [LINK TO YEAR 2 GOAL 3C BOARD REPORT](#)

3d. Our district will support comprehensive environmental initiatives.

Our facilities team have made remarkable strides over the last decade to reduce the district’s carbon foot print. SD46 is a provincial leader in school solar installations and is making significant strides in upgrading all systems to lower our carbon footprint and build toward a healthier environment. [LINK TO YEAR 2 GOAL 3D BOARD REPORT](#)

3e. Our district facilities will be safe, engaging, and energy efficient.

Our staff have developed extensive environmental initiatives in our facilities to reduce environmental impact, effectively align resources, and be leaders in environmental change. We use environmentally sensitive products which also supports the health of our students and staff. We also endeavor to have our spaces reflect the local culture. [LINK TO YEAR 2 GOAL 3E BOARD REPORT | COMING SOON | SEPTEMBER 2021](#)

3f. Our district will ensure safe and efficient transportation strategies for our students.

We are pleased to provide transportation and services for many of our students. This upcoming year, the district will be completing an extensive review of the transportation system to ensure financial efficiency, safety, and reliability. We also continue to develop strategies to support and encourage our students and staff to choose active travel. [LINK TO YEAR 2 GOAL 3F BOARD REPORT](#)

3g. Our district will recruit students from around the world to live and learn with us in a welcoming international student program.

Our international program is a high-quality program as expected by students and agents overseas along with our partners across British Columbia and national affiliates across Canada. The International Education program is a significant benefit to our local students as well by providing global awareness and cross-cultural learning opportunities. The program reflects the beautiful and natural location that we are fortunate to call home. [LINK TO YEAR 2 GOAL 3G BOARD REPORT](#)

Conclusion

Strategic planning has been a key element for many years in our district. Systems of collaboration, communication and organization ensure that our learning communities are pulling together for student success. As a key indicator, we are very pleased to see the improving Indigenous student completion rate matching the success of all of our students. We are witnessing the joy of our students in their schools as they feel the support of the adults who care for them even as we continue to strive to achieve the Board’s mission:

We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

Board Approval

MOTION, September 2021 Board Meeting:

“THAT the Board of Education of School District No. 46 (Sunshine Coast) approve the Framework for Enhancing Student Learning Report.” **Carried.**



Amanda Amaral, Board Chair

Appendix

DATA

- [Enhancing Student Learning Report Data | Ministry of Education](#)
- [Aboriginal Report | How are we doing? | 2015-2020 | Ministry of Education](#)
- [SD46 Contextual, Achievement and Special Reports | Ministry of Education](#)
- [EDI | Early Years Development Instrument](#)
- [MDI | Middle Years Development Instrument](#)
- [District Annual Elementary Data | Reading, Writing, & Numeracy](#)
- [District Annual Elementary Data | Indigenous and All Students | Meeting/Exceeding %](#)
- [District Annual Kindergarten End of Year Survey Data | Literacy](#)
- [District Annual Kindergarten Fall Start Survey Data | Numeracy](#)
- [OECD PISA 2018 Study](#)



TABLES AND DIAGRAMS

1. Committees Overview:

Board Committees	Membership
Education	Members of the Board of Education with staff support. Board committees are open to the public unless closed due to personnel, legal or property matters.
Operations	
Policy-Governance Level	
Committee of the Whole (C.O.W.)	
Superintendent Evaluation	
Superintendent/ Chair/Vice Chair meetings	
Ad Hoc	
Board Evaluation - annual review	
Agenda Setting - for General meeting and committees	
Monthly General Meeting (Closed - personnel, legal, property) Public - reports for the month	
Intergovernmental	
South Coast Branch	
District Internal Committees	
Family Engagement	Internal committees may include staff, students, parents/caregivers and community members.
Literacy	
Numeracy	
Technology	
Physical Health and Education	
Health and Safety	
SOGI	
Environmental Education Action	
Fine Arts	
Program	
Educational Leadership Meetings	
Executive Team Meeting	
District Student Leadership Team (DSLTL)	
Secondary Literacy	
Teacher Librarians	
Staff Wellness Working Group	
Equity in Action Steering Group	
External Committees	
Healthy Schools	External committees are comprised of staff and community members.
Indigenous Education Advisory Circle	
Community Schools	
DPAC	
Early Years Council	
SCRD and SD46 Joint Use	
Early Intervention and Advocacy	
Sunshine Coast Literacy Coalition	
School Committees	



Staff meetings	School committees may include staff, students, and parents/caregivers.
Staff committees	
Professional Development Committees	
Principal/ Director of Instruction/ Superintendent visits	
PACs	
Student Leadership Groups	
Health and Safety	
Critical Incident	
Active Travel	
SCTA and CUPE Committees	
Professional Development and Mentorship (SCTA and CUPE)	SCTA and CUPE committees are comprised of union, staff reps, and district staff
Occupational Health and Safety (SCTA and CUPE)	
Social Justice (SCTA)	
Indigenous Education (SCTA)	
Teachers Teaching on Call and New Teachers (SCTA)	
Labour Management (CUPE)	
Education Implementation Committee (EIC)	

2. Strategic Plan Communications Plan Sample:

SD46 Strategic Plan Communications Plan												
	August	September	October	November	December	January	February	March	April	May	June	July
Board Meeting		Strategic Plan formal adoption. 1 (a) Student Voice. DSLT.	Vision 2 (e) positive partnerships 1 (c) core competencies 3 (b) visioning and planning	Mission 3 (a) communicate 1 (d) literacy 1 (i) digital literacy	Affirmation 1 (h) indigenous cultures & diversity 3 (g) international student program	Ethics 2 (a) healthy & inspired team 1 (g) physical health 1 (b) early years	Inclusion 2 (c) inclusive education 1 (f) mental health	Collaboration & Equity 2 (b) professional development 1 (e) numeracy 3 (c) partnerships 2 (e) Family Engagement	Innovation 2 (d) leaders 1 (i) care of our planet 3 (d) environmental initiatives	Respect & Responsibility 1 (k) fine arts 3 (f) transportation strategies	Celebration 1 (j) graduate 3 (e) district facilities	
Education Committee		2 (e) positive partnerships 1 (c) core competencies	1 (d) literacy 1 (i) digital literacy	1 (h) indigenous cultures & diversity 3 (g) international student program	1 (g) physical health 1 (b) early years	2 (c) inclusive education 1 (f) mental health	2 (e) Family Engagement 2 (b) professional development 1 (e) numeracy	2 (d) leaders 1 (i) care of our planet 3 (d) environmental initiatives	1 (k) fine arts	1 (j) graduate		
Operations Committee							3 (c) partnerships		3 (f) transportation strategies	3 (e) district facilities		
Committee of the Whole		Implementation Plan 3 (b) visioning and planning communication	communication 3 (a) communicate	communication	2 (a) healthy & inspired team communication	communication	communication	communication	communication	communication	communication first year Strat Plan report	Board Evaluation
District Program Committee		EduCoaster articles: 2 (a): healthy & inspired team 3 (a) communicate	EduCoaster articles: 2 (d): leaders 1 (b) thrive throughout education 1 (i) fine arts	EduCoaster articles: 1 (h) indigenous cultures 3 (a) communicate 1 (d) literacy 1 (k) fine arts	EduCoaster articles: 2 (b): professional development	EduCoaster articles: 2 (c): inclusive education	EduCoaster articles: 3 (c): partnerships	EduCoaster articles: 1 (e) numeracy 3 (c) partnerships	EduCoaster articles: 1 (g) digital literacy 3 (d) environmental initiatives	EduCoaster articles: 1 (j) graduate	COW Strat Plan June Report Prep EduCoaster articles: 1 (j): graduate	
Ed Leadership Meeting	Draft Strategic Plan implementation, School, & Personal Growth Plans	Implementation Plan; Student Vote: FSA (Cathy McCubbin Notes), Reg. 1170	2 (e) positive partnerships 1 (c) core competencies 3 (b) visioning and planning	3 (a) communicate 1 (d) literacy 1 (k) fine arts	2 (a) healthy & inspired team 3 (g) international student program curriculum	1 (g) physical health 1 (b) early years	2 (c) inclusive education 1 (f) mental health Budget Input	1 (e) numeracy 3 (c) partnerships	2 (d) leaders 1 (i) care of our planet 3 (d) environmental initiatives	1 (j) digital literacy 3 (f) transportation strategies	1 (j) graduate 3 (e) district facilities	
District Parent Advisory Committee (DPAC)		New Strat Plan & 1(a) Student Voice with Superintendent	1 (b): indigenous cultures with DP of Indigenous Learning 1 (c) Core competencies with Superintendents	1 (i): digital literacy with Superintendent 1 (k) fine arts with Superintendent	XXXXX	1 (f): mental health with DoI Inclusive Ed. 1 (g) Physical Health with DoI Inclusive Ed.	1 (i): changing climate with Superintendent 1 (e) numerate Budget Input	XXXXX	1 (d): literacy 1 (b): early years with DP of Learning & Innovation	1 (j): graduate	XXXXX	
District Student Leadership Team (DSLTL)		New Strategic Plan. 1 (a) Student Voice	1 (a) Student Voice	3 (c): N vs. 5 hockey fundraiser (December) 2 (e) positive partnerships 1 (c) core competencies	XXXXX	3 (a) communicate 1 (h) indigenous cultures & diversity 1 (g) international student program	3 (c): SD46's Got Talent fundraiser (April) 1 (g) physical health Facilities Input Budget Input	2 (c) inclusive education 2 (f) mental health 3 (c): SD46's Got Talent fundraiser (April) DSLTL Selection Process	1 (a) SD46 Student Forum	1 (i) care of our planet 3 (d) environmental initiatives 3 (f) transportation strategies DSLTL Selection Process	1 (j) graduate 3 (e) district facilities New DSLTL Members attend Elect new student trustee	
District Indigenous Advisory Circle			Strategic Plan Review Mission Affirmation 1 (b) indigenous cultures & diversity		1 (a) student voice 2 (c) inclusive education 2 (e) Family Engagement		1 (b) early years 1 (g) physical health 1 (f) mental health		1 (i) care of our planet 3 (c) partnerships 3 (d) environmental initiatives		1 (j) graduate 1 (k) fine arts 3 (f) transportation strategies	
SD46 EduCoaster for Staff		New Strategic Plan & 3 (e): District Facilities & 2 (e) positive partnerships		Mission: 2 (d): leaders & 1 (b) thrive throughout education & 1 (k) fine arts	Affirmation: 1 (b) indigenous cultures	Ethics: 2 (b): professional development	Inclusion: 2 (c): inclusive education	Collaboration & Equity: 3 (c): partnerships	Innovation: 3 (d): environmental initiatives	Respect & Responsibility: 1 (j) digital literacy	Celebration: 1 (i) graduate	
Website/ Social Media (Facebook, Twitter, YouTube, Instagram)		New Strategic Plan	Vision	Mission	Affirmation	Ethics	Inclusion	Collaboration & Equity	Innovation	Respect & Responsibility	Celebration	
Other Meetings/ Communication	Coast Reporter: Report to the Community		Superintendent visit to all PAC and Staff Meetings to present new strategic plan or check in during year 2-4			Trustee School visits Annual Budget Consultation Engagement						Coast Reporter: Celebration Graduation and thank you to students, staff and community



3. Implementation Plan Sample:

SD No. 46 Implementation Plan 2019-2023	Circles of Care: Students			
	2019-2020 Initiative	2020-2021 Initiative	2021-2022 Initiative	2022-2023 Initiative
Goal				
1. b. Our students will thrive in their early years, and throughout their education, within schools, families, and communities that inspire learning, respect, and connection.	Revised Early Learning Framework Strengthening Early Years to Kindergarten (SEY2K) Family Resource Programs (FRP)	SPARK! Program Re-Design -Early Learning Framework & Indigenization WonderWheels Strengthen EY to K connections - Wonder Child focus with goals co-developed with community partners	Early Years Hub - Create physical space & wrap around supports SPARK! & Child Development Programs promote ELF SEY2K - community of practice - pedagogical narrations; child-centred; strength-based	Supporting children to THRIVE by Creating a Culture of Joy & fulfillment – through developing a Pedagogy of Play newborn to gr. 12, focused on JOY, Fulfillment, Creativity and Engagement. Vehicle: Re-Designing SPARK! SEY2K: A culture where early years educators and support services respect each others contributions and connect regularly to learn, exchange perspectives and share ideas for supporting children & families to thrive. Child Centred/ Strength-based Early Years Hub/Family Resource Programs full of children & families who can access the supports and services to ensure they will thrive in their early years.
Indigenous Connection	Early Learning Framework - support the Indigenous Focus. Highlight in our workshops Strengthening Early Years to Kindergarten (SEY2K) - partnering with & Mem7iman in StrongStart Outreach Family Resource Programs - District Principal & Mem7iman; Family Support Navigator with Indigenous Focus Metis Family Support Navigators Early Years Fair Theme Participation of Mem7iman in Early Years Fair	SPARK! Program redesign will highlight Indigenization of content & will be reflective of Early Learning Framework StrongStart Team - will participate in Professional Development with Indigenous focus (ie Cherokee Song in August 2020; Outdoor/Natural in Sept & Talking Trees in Oct. 2020 Strengthening Early Years to K - Partnership with Mem7iman Changing Results for Young Children - Partnership with Mem7iman	Continue to embed Indigenous content into SPARK! Early Years Hub - focus on physical space to be welcoming & reflective of Indigenous culture	
Resources	Grant for Ready, Set, Learn Grant for SPARK! Re-Design Grant for Strengthening Early Years to Kindergarten (SEY2K) Grant for Family Resource Programs Grant for Changing Results for Young Children for Well-Being/Playful Learning	Grant for Ready, Set, Learn Grant for SPARK! Re-Design Grant for Strengthening Early Years to Kindergarten (SEY2K)? Grant for Family Resource Program Grant for Changing Results for Young Children for Well-Being/Playful Learning		
Progress/Evidence	Early Years Framework - Document # of presentations/workshops; Attendance; SEY2K: document planning sessions; # of components in our annual cycle FRPs: Increase # of adults and children who participate in FRP; Increase # of parents who participate in Parenting Classes; Increase # of clients family navigators support Kindergarten Survey & EDI	SPARK! - # of collaborative planning sessions; document edits to program SEY2K: document planning sessions; # of components in our annual cycle; FRPs: Increase # of adults and children who participate in FRP; Increase # of parents who participate in Parenting Classes; Increase # of clients family navigators support Kindergarten Survey & EDI		

